



2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018 NOGA ID

Authorizing legislation

General Appropriations Act, Rider 41, 85th Texas Legislature

Applicants must submit

one original copy of the application and two copies of the application (for a total of three copies of the application). All three copies of the application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement. Applications cannot be emailed. Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
Texas Education Agency

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program

1701 N. Congress Avenue, Austin, TX 78701-1494

Pathway 1 and 2: January 1, 2019 - May 31, 2021

Pathway 3 : January 1, 2019 - June 30, 2020

Grant period from



Pre-award costs are not permitted.

Required Attachments

Pathway specific attachment

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

N/A

Applicant Information

Organization	Victoria ISD	CDN	235902	Vendor ID		ESC		DUNS	
Address	102 Profit Drive	City	Victoria	ZIP	77901	Phone	361-788-9227		
Primary Contact	Lisa Cortez	Email	lisa.cortez@visd.net			Phone	361-788-9227		
Secondary Contact	Greg Bonewald	Email	gregory.bonewald@visd.net			Phone	361-788-9227		

Certification and Incorporation

and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

701-18-106-075

Application stamp-in date and time

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I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- ☐ ☒ General Provisions and Assurances ☐ Lobbying Certification
☒ Application-specific Provisions and Assurances ☒ ESSA Provisions and Assurances requirements

Authorized Official Name Dr. Gregory Bonewald Title Assistant SuperintendentEmail gregory.bonewald@visd.net Phone 361-788-9227Greg Bonewald Date 11-13-18Grant Writer Name Lisa Cortez Signature Lisa Cortez Date 11-13-18

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of the applicant organization.
Grant application, guidelines, and instructions Debarment and Suspension Certification

Signature

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Shared

Services Arrangements

☒ Shared services arrangements (SSAs) are permitted for this grant. Check the box below if applying as fiscal agent.

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a
☐ written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
During the past five years, the Victoria Independent School District has had an average teacher turnover rate of 21%. Following the 2017-18 school year approximately 16% of our teachers resigned their positions. The most common reasons cited were higher pay, retirement, and family relocation. The	Our plan to reduce the high turnover rate in our district is to assist current VISD employees already working in our schools and connected to our community to attain their teaching credentials. We will focus on individuals who presently hold a bachelor's degree but lack teaching certification. These employees already possess ties to our community such as established homesteads, children in our schools, and extended family in the area. The plan also includes choosing those candidates who are interested in teaching in our locally high need areas, which in

number of teachers who exited the district after the 2017-18 school year was 155.	some cases also includes an academic stipend. Applicants will commit to our district for a period of two years by signing a memorandum of understanding.
In the Victoria Independent School District, during the fall of the 2018-2019 school year, we have had 16 teachers resign their positions due to a variety of reasons, including retirement, personal health, and family relocation.	Our plan to assist with the high rate of needed teachers at semester will include choosing candidates who have completed a bachelor's degree and are eligible to enter alternative certification programs. They will be able to complete their teaching certification during the first semester of the 2019 school year making them eligible to teach during the 2019-2020.
Victoria ISD is located approximately 100 miles from major universities that produce higher numbers of graduating educators. Because of our geographic location, we rely heavily on our local university, the University of Houston-Victoria, for access to graduating teachers. With our turnover rate over the past 5 years averaging 21%, or approximately 200 teachers, attracting the number of qualified teachers necessary to meet our local high need areas has been very challenging. The University of Houston- Victoria has provided Victoria ISD with an average of seven student teachers each semester over the past five years. The low production of graduating teachers in our local area has forced us to recruit heavily at the larger surrounding universities. While Victoria ISD pays competitively with the small towns around us, we have to recruit in Austin, Houston and San Antonio. Our starting teacher salary is approximately 8 to 10 thousand dollars below the larger cities with whom we are competing. When we do hire applicants from these larger cities, we find that factors such as lower comparative pay and lack of family connection in our area lead to us losing these young teachers in their first few years. They are often selected for positions closer to their home area once they have gained valuable teaching experience in our school district.	Our district currently attends 40 teacher job fairs annually. This has not provided us with the number of needed teachers to fill all vacancies. The grant will allow us to aid 8 aspiring educators who have already begun their path to becoming teachers. The candidates chosen will be those who have proven themselves as dedicated, aspiring teachers through their current positions in our classrooms.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

100% of the 8 staff selected by the Grow Your Own Grant Program will complete all degree and certification requirements and be eligible for employment by May of 2021.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

By July of 2019, 100% of the district staff selected to participate in the Grow Your Own Grant Program will have enrolled in an EPP program, providing our Human Resources Department with proof of enrollment and an outline of the program requirements to attain certification. Module requirements, hours of observation, projects and dates for content testing will be determined for the next benchmark check.

Measurable Progress (Cont.)

Second-Quarter Benchmark

By January of 2020, 100% of grant participants will have passed their TExES Content Exams and will have submitted to the Grant Coordinator a formative report regarding their progress in their education preparation programs, outlining training module requirements completed and remaining, hours of classroom observation completed and remaining, certification projects completed and remaining, certification exams completed and projected dates for challenging and TExES exams not yet completed.

Third-Quarter Benchmark

By July 2020, 100% of grant participants will have completed the passed their PPR Exams and will have submitted to the Grant Coordinator a formative report regarding their progress in their education preparation programs, outlining training module requirements completed and remaining, hours of classroom observation completed and remaining, and certification projects completed and remaining.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The LEA will review participant progress in selected EPP programs to ensure compliance with the terms of the Memorandum of Understanding. The Grant Coordinator will hold quarterly meetings with the grant participants to ensure participants are meeting program objectives and are on track to complete all requirements by the grant deadline. The LEA will allow participants to attend staff development sessions related to their coursework and any other identified professional development needs. Participants will be provided with bi-weekly support from an assigned district mentor to help monitor their progress and assist with program completion.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be ☐ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

- ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
- ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
- ☒ Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
- ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
- ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

PATHWAY 1- The applicant assures the following:

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines. Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

PATHWAY 2- The applicant assures the following:

- ☒ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☒ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☒ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

PATHWAY 3- The applicant assures the following:

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

Statutory/Program Requirements

PATHWAY ONE: Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

Statutory/Program Requirements

All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application

**Grow Your Own Grant
Pathways 1 and 2 Grow Your Own Program Attachment**

Pathway 1: Teacher Stipend to Support Education and Training Course Implementation

Program Participants: Applicant must specify the number of teachers who will participate in the program and receive the stipend.

2 Teachers

Question 1: Implementation and Growth of the Education and Training Courses. Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- ☐ This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- ☐ The plan must include strategies to increase enrollment in each course each year.
- ☐ The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

VISD will select two highly motivated and enthusiastic teachers to participate in the program and receive the associated stipend. These teachers will be experienced teachers (minimum of 3 years of prior teaching experience) who have demonstrated on prior evaluations their ability to create strong, professional relationships with students. We will further seek individuals who share a passion and interest in growing future educators.

Over the past few years our programs for Education and Training courses for future educators have decreased significantly. Currently, we are not offering Education and Training courses at our two comprehensive high schools due to lack of student interest during the course selection process. This trend is concerning. We recognize the importance of encouraging our students to consider and enter the education field. This grant to help us bring back these much needed courses and create a wave of interest in the field of education in our local area.

Prior to submitting the grant, our Human Resources Department, Executive Director of Secondary Education, CTE Director, and Director of Counseling have met to discuss strategies our district can utilize to effectively market and increase interest and participation in the pursuit of education as a career option. We believe we have a leadership team that is dedicated to working with our high school and middle school campus leaders to bring to students' attention the career opportunities that exist for our students in the field of public education.

We believe that we can successfully offer Instructional Practices at our two comprehensive high schools (Victoria East and Victoria West) as a course for the 2019-2020 school year and build upon that course with the Practicum course in the 2020-2021 school year. We are also committed to creating a FCCLA organization at both of our comprehensive high schools.

Statutory/Program Requirements

PATHWAY TWO: Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1

Statutory/Program Requirements

Attachment with the application

Statutory/Program Requirements

PATHWAY THREE: Describe your plan for recruitment, selection, and support of the EPP teacher candidates. Address the process for identifying participants, with potential indicators including a stated desire and commitment to teach long-term in the region and/or district, pursuit of certification in hard-to-staff areas, degree to which the diversity of the teacher population mirrors that of the student population, etc. Include the plan for recruiting candidates representative of the student demographics within the LEA, with an emphasis on candidates from similar school settings. Describe the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 3 funds must submit the Pathway 3 Attachment with the application.

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Question 2: Student Marketing, Recruitment, and Persistence. Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- ☐ The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- ☐ The plan must include marketing and recruitment strategies to increase student interest and persistence.
- ☐ The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

Current and entering high-school students will complete career interest surveys. Those showing an interest in teaching as a career interest will be encouraged to pursue education courses. Additionally, current high school students enrolled in our various family and consumer science course offerings will participate in in-class informational meetings to establish interest in the creation of an FCCLA organization on both high school campuses prior to beginning the Instructional Practices course in the 2019-2020 school year. These meetings will also serve as a coordinated recruiting effort by our campus counselors to provide information to students on the opportunities that exist for students in education related coursework. Further, we will hold recruitment meetings at the 8th grade level to encourage incoming 9th grade students to consider joining the organization and taking the Instructional Practices courses.

We do not intend to discriminate by focusing on one type of student. We will be looking for students who exhibit a strong commitment to their own personal growth and who also show a genuine concern for others, as these are personal traits that are paramount for current and future educators. We will seek to have a diverse student population across gender, race and socioeconomic status. The students will be given opportunities to observe and mentor at the elementary schools. Speakers will be brought in to continue to provide students with information and encouragement to enter the education field.

The Human Resources Department's Director of Professional Staff will serve as the Grant Coordinator and will work closely with the Executive Director of Secondary Education and the campus Principals and Counselors, as well as the identified education course teachers, to support the ongoing growth needs of the grant program. The district is considering the possibility of creating a future program that would provide select students with financial support toward their degree and certification attainment in exchange for a commitment to serve as a teacher in the district following graduation for a specified period of time.

Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership. Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

- ☐ The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.
- ☐ The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.

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- ☐ All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles *(required only if applying for Pathway 2 funds in addition to Pathway 1)*

Program Participants: Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

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Question 4: EPP and LEA Partnership. Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

- ☐ The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.
- ☐ The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

There will be 10 participants in the Grow Your Own Grant. Participants will be current district instructional aides and/or long-term substitute teachers.

VISD has a long established partnership with the Texas Teachers Alternative Certification Program. This program is willing to partner with VISD to aid our paraprofessionals in completing their teacher certifications.

This partnership with Texas Teachers will consist of the comprehensive training components of their program along with regular reports acquired from the program by the district outlining the completion of program requirements.

The program components require 30 hours of classroom observations, 40 lesson modules and 4 projects. All program requirements are completed online.

The participants will be assigned a mentor who will meet with them bi-weekly for support and training. They will also attend all staff development provided by the district for our classroom teachers.

OPTIONAL Shared Services Arrangement (SSA)

Applicants that are the Fiscal Agents of an SSA must complete the fields below.

Fiscal Agent	County-District Number
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Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE

☒ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit	<u> </u>	X \$11,000 =	<u> </u>
Number of teachers who are teaching Education and Training courses, but not for dual credit	<u>2</u>	X \$5,500 =	<u>11,000</u>
Number of high schools with existing Education and Training courses in 2018-2019	<u>0</u>	X \$6,000 =	<u>0</u>
Number of high schools without existing Education and Training courses in 2018-2019	<u>2</u>	X \$9,000 =	<u>18,000</u>
Total Request for Pathway 1			<u>29,000</u>

PATHWAY TWO

☒ Check this box if you are applying for Pathway 2 **WITH** Pathway 1

Number of candidates pursuing a teacher certification only	<u>8</u>	X \$5,500 =	<u>44,000</u>
Number of candidates pursuing both a bachelor's degree and a teacher certification	<u>0</u>	X \$11,000 =	<u>0</u>
Request for Pathway 2			<u>44,000</u>
Request for Pathway 1			<u>29,000</u>
Total Combined Request for Pathways 1 & 2			<u>73,000</u>

PATHWAY THREE

☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment	<u> </u>	X \$22,000 =	<u> </u>
Number of candidates participating in an intensive pre-training service program	<u> </u>	X \$5,500 =	<u> </u>
Total Request for Pathway 3			<u> </u>

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

Stipend for Participating teachers	11,000
Participant's Cost for EPP-enrollment /testing	44,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

SUPPLIES AND MATERIALS (6300)

Start up costs for creation of courses	18,000
and establishments of CTSO's	

OTHER OPERATING COSTS (6400)

Program related travel	6,000

Total Direct Costs 79,000

Should match amount of Total Request from page 8 of this application

Indirect Costs 2,465

TOTAL AMOUNT REQUESTED 81,465

Total Direct Costs plus Indirect Costs

Appendix I: Negotiation and Amendments (leave this section blank when completing the Initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be mailed OR faxed (not both). To fax: one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. To mail: three copies of all sections pertinent